



NEWS & REPORTS

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NCLB SPECIAL REPORT

Idaho prepares to leave no child behind

Signed into law nearly a year ago, the reauthorization of the Elementary and Secondary Education Act – known as No Child Left Behind – heralded sweeping changes for the nation's public schools.

NCLB's requirements touch nearly every aspect of education from the training of teachers to the instruction

of students.

Regulations for the massive law have been slow in coming, leaving states to move forward with caution as they try to blend new federal regulations with state reforms under way.

This issue of News & Reports details the significant progress Idaho has made in implementing NCLB.

Updates inside include:

■ **On Page 3:** Annual testing, accountability system, content standards, adequate yearly progress, National Assessment of Educational Progress.

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migrant, and supplemental services.

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TEACHER OF THE YEAR



Superintendent of Public Instruction Marilyn Howard, left, meets the children in Patricia Perry's, right, first-grade class on Nov. 1, while Principal Pamela Pratt, center, looks on. Perry, who teaches at Skyway Elementary School in Coeur d'Alene is Idaho's Teacher of the Year for 2003.

Perry receives teaching honor

'She believes every child is capable of learning'

A 30-year veteran first-grade teacher from Coeur d'Alene is Idaho's Teacher of the Year for 2003.

Superintendent of Public Instruction Marilyn Howard surprised Patricia Perry with the announcement in November at Skyway Elementary School. Perry has taught primary students in the Coeur d'Alene School District since 1973.

"She exemplifies what we expect of teaching professionals today," Dr. Howard said. "She believes every child is capable of learning and that teachers must use their knowledge and skills, to adapt their classroom teaching to meet the needs of the individual student."

Skyway's Principal Pamela Pratt said Perry is committed to student achievement and improving her profession.

"Patti makes us think as she skillfully plants seeds in our minds to improve student

State honors

A formal state reception to honor the Idaho's Teacher of the Year will be held in February at the Idaho Capitol in Boise.

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Many Idaho teachers and educators were honored this fall and several earned the prestigious National Board Certification.

achievement and behavior," Pratt said. "She has always modeled No Child Left Behind and Every Child Learning Every Day. She believes it is our job to find solutions for low student achievement and behaviors that distract from learning."

Perry described her philosophy of effective teaching in her application: "Successful teachers have a habit of ques-

tioning their instructional practices. I change what does not work and search for a better strategy, program or environment. It has always troubled me when a student was not successful. My belief that all students can learn has fostered hours of research to find a way that would work. I have been willing to change."

Perry will represent Idaho in the National Teacher of the Year competition.

Finalists for the national award will be named at a conference for the state representatives Jan. 23-26, 2003, in Dallas, Texas. The National Teacher of the Year will be named in Washington, D.C. in the spring. Perry also will be honored at a state reception in February.

In Idaho, school districts may nominate one teacher each year for consideration as the state teacher of the year.

An eleven-member committee evaluates the applications.

Getting results with teamwork

Schools report success with problem-solving model

By Sherry Squires
for News & Reports

Opportunity

What is your school doing to address struggling students in today's educational environment?

Imagine this scenario: Jennifer is struggling to master basic reading skills. Her third-grade teacher notices the trouble and begins to investigate the cause asking questions such as: Would another instructional style be better for Jennifer? Is there an underlying learning disability? Are there problems at home affecting her performance in school?

Instead of being alone to diagnose the problem, the teacher brings her concerns to the school's "Results Based Model," team. Like an emergency room team, the group assesses the problem working with the teacher, Jennifer's parents, and other experts such as the psychologists and special education staff. The combined effort quickly finds solutions and helps direct resources to improve Jennifer's reading achievement.

In more than 40 schools across Idaho that problem-solving model is a reality, and thanks to a new grant more schools will have an opportunity to put in place these teams.

The Results Based Model (RBM), simply stated, is a problem-solving method that uses a proactive approach which is focused on individual student needs. Introduced in Idaho three years ago, the RBM is an integration of problem-solving and educational best practices to provide an immediate, yet highly effective approach to helping solve educational problems.

Wayne Callender, the State Department of Education regional consultant, manages the project through his office in the College of

A \$290,000 grant will allow the State Department of Education to expand the Results Based Model. The model will now be adapted for use with students learning English and for children behind in reading and math goals in Title I programs. The grant will support intensive training of teams from more than 20 schools across the state and provide ongoing support.

For more information contact Wayne Callendar at 1 (208) 426-4394.

Education at Boise State University.

Before the RBM approach, students might struggle in school but not qualify for extra assistance.

"Students either qualified or didn't," Callender said, meaning many students fell between the cracks. Similarly, some students qualified for full services when perhaps short-term interventions could have been all that was needed.

With the new approach, both regular and special education combine forces to address every student issue that is brought before their problem-solving team.

"Before, teachers were often alone in addressing the needs of struggling students," he said.

"Now, we integrate all of the resources in the building and identify why they're not achieving and do something about it right then."

And, student progress is monitored daily. If improvements aren't realized right away, the team reevaluates the concern and new interventions are introduced.

"I guess that's what I like the most about it," said Acequia Elementary School Principal Terry Garner.



Wayne Callender

Continued on Page 2

School, IPTV team up on project

Idaho Public Television and Kuna Middle School are part of a nationwide test to deliver educational materials using part of the digital television (DTV) broadcast signal.

The project funded by the Corporation for Public Broadcasting and the Arthur Vining Davis Foundations can transmit videos, websites, teacher guides and searchable databases relating to a classroom subject directly to the school.

"Imagine that you are an Idaho teacher getting ready to teach a social studies unit to your class about Lewis and Clark's expedition," said Gens Johnson, director of DTV Planning and Learning Services. "Wouldn't it be great to have lesson plans and associated curriculum re-sources, including video clips, outlines, student activities and Web-like research materials, all searchable, and available right in your classroom?"

This fall, equipment to receive a DTV signal was installed by IdahoPTV at Kuna Middle School. In November, curriculum materials were datacast to the school by the KAID, Channel 24-DTV signal. The material included a rich assortment of video, print infor-

mation, Web-like segments and databases relating to the history of American westward expansion.

Kuna Middle School teacher Gerry Faude uses material in the Kuna classroom. She also received the same curriculum elements through the Internet and on CD-ROMs and will try them all to assess the most effective delivery.

"I can use this with my whole textbook, it's not just Lewis and Clark," Faude said. "This is very cool."

She will relay her findings to IdahoPTV and a team of evaluators from PBS to let them know which format works best in the classroom.

IdahoPTV is one of seven stations nationwide to participate in this pilot project. The goal is to identify opportunities and issues related to delivering data by DTV to schools.

"We were selected because of our ability to transmit DTV, now, and our award-winning productions 'Sacred Journey of the Nez Percé' and 'Echoes of a Bitter Crossing: Lewis and Clark in Idaho,' which are included in the educational materials that are being used in Kuna," Johnson said.



Kuna Middle School teacher Gerry Faude works with a student in November. Faude and others at the school are working with Idaho Public Television on a project to use digital television to broadcast educational materials to schools. Evaluators from New York visited the site in November.

Learning academy provides rigorous classes

By Robert Mayer
Twin Falls Times News

TWIN FALLS -- Eager to advance into the adult world, Afton Shouse wanted to graduate early from Wood River High School.

To do so, the 17-year-old junior needed just one extra class on top of her full semester.

Rather than take that class the following summer, Shouse took advantage of the Idaho Digital Learning Academy by enrolling in an economics class online.

The latest wave in education, the academy simply offers online classes to any high school student with a computer.

Shouse is one of nearly 100 students statewide currently taking part in the academy's pilot program this fall semester.

Still in its infancy, the academy provides opportunities for students needing alternative education.

Whether it's students in a rural district wanting to take advanced chemistry classes, or someone who is teetering on not graduating, needing to make up a failed or missing class, the academy can be a boon to many students, said Donna Vakili, professional development coordinator of the learning academy.

The latter situation is the reason Derek Sauls will take an online English class this spring.

Having failed a year's worth of English classes, Sauls' only hope for graduating on time is the learning academy.

"All I know is it's online and it's over in an 18-week period," he said.

Vakili is quick to caution that these aren't easy classes. On the contrary, they're quite demanding and require student motivation to succeed. Students must strictly adhere to the course deadlines and are limited to two classes maximum.

Sauls said he's up to the rigor. "Whatever it takes to get me to graduate, I'm going to do it," he said.

A two-week orientation is required of all students. Not only does it provide the time to ensure that the student's computer meets the technological requirements, it also gives the student a glimpse of the demands and pace of an online course.

Shouse said it's tough to maintain enthusiasm through the entire 18 weeks.

"Sometimes it's hard to juggle a full-day schedule and then you have to go home and there's other homework from other classes," she said.

Overall, the experience has been positive, she said.

Shouse said she was impressed with the level of detail provided with each lesson as well as the prompt response time from

the instructor, often within five minutes.

"In a way, you get to work at your own pace. You get to learn the best way that suits you," she said.

With the pilot phase out of the way, high schools throughout the region are quickly gearing up to let their students know what is available. Vakili held a seminar last week at Twin Falls High School to bring local educators up to speed.

Nearly 1,000 students statewide are expected to take classes online this spring semester.

In Idaho, the concept was initiated by the Idaho School Superintendents Association. The administrators recognized that online learning was a reality and that the public education system had to act quickly to make it happen, said Twin Falls Superintendent Terrell Donicht.

"If we didn't step in ... someone else would," Donicht said.

The 2002 state Legislature approved the academy last January but without funding. That's when the J.A. & Kathryn Albertson Foundation stepped in, funding the initiative with a one-time \$1 million grant.

Most of that went toward curriculum development.

Now state schools superintendent Marilyn Howard is seeking \$600,000 in her budget proposal for the learning academy's operation next year.

"Quite frankly, the Legislature needs to take a look at that," Donicht said. "I think it's a great opportunity for kids."

Vakili said it's a win-win program for students, parents and the schools. While students are provided learning alternatives, parents are provided options in their child's education.

"I think parents today are really looking at choice for their kids and looking for opportunities for their kids to have that the local school doesn't offer," Vakili said.

Schools have nothing to lose, as the Alternative Daily Allowance funding won't be affected by students participating in the online classes. In fact, districts can pick up a few bucks when home-schooled students enroll in academy classes.

That takes away the competition between districts, since all are sharing the academy, Vakili said.

"That's a really important fact. This way they're seeing this as a partnership," she said.

Moreover, because the program is small and non-centralized, it can draw on the top academics in the state to instruct the courses, Vakili said.

Out of 150 applicants for instructors, only 30 candidates made it through the selection process.

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MarcoPolo website pleases Idaho educators

By Alexis Bacharach
Moscow Daily News

Virginia Royalty is creating lesson plans with a little more ease these days.

The fifth-grade teacher at Lena Whitmore Elementary School said she's made better use of her time since she discovered MarcoPolo, a Web site -- //marcopolo.worldcom.com -- that offers educators a variety of resources to create lesson plans.

"You can spend two hours searching for information on Google or Yahoo. It takes about 15 minutes to find what you need with MarcoPolo," she said.

"It's an example of how to use

the Web better for kids."

Eddie Kennedy, MarcoPolo trainer with the University of Idaho College of Education, said he was amazed by the program when he became involved two years ago.

"It's an excellent resource," said Moscow School District curriculum coordinator Cindy Bechinski.

"I'd just finished teaching sixth-grade math when I learned about MarcoPolo. There's so much stuff. I just kept thinking, 'Oh, the things I could have done.'"

Kennedy said he was first drawn in by the caliber of education-based organizations that were

involved with the program.

He also was impressed with the site's accessibility. Kennedy explained that MarcoPolo is free for use by anyone and all the information is appropriate for children.

The Web site is composed of seven partners including the National Geographic Society, The John F. Kennedy Center for the Performing Arts, the National Council on Economic Education, the National Endowment for the Humanities, the National Council of Teachers of Mathematics and the American Association for the Advancement of Science.

"This Web site provides teachers with the information to create lesson plans from the best of

the best," Kennedy said, noting everything on MarcoPolo is aligned with national teaching standards.

Kennedy said the program has been acclaimed nationwide. More than 160,000 teachers have been trained in the MarcoPolo program.

He said that doesn't even make up a fraction of the number of teachers using MarcoPolo. Kennedy explained that professional training is given so teachers can go back to their districts and share what they've learned and train other teachers.

Article reprinted by permission of the Moscow Daily News.

BRIEFS

Project aligns pro-tech curriculum, standards

The Division for Professional Technical Education is implementing a statewide curriculum project that will align coursework in pro-tech classes with Idaho Academic Achievement Standards. Software and training will be made available to all secondary professional technical education teachers this spring and summer. For more information contact Burton Waite at (1208) 334-3216.

Grants available for ag education

The United States Department of Agriculture (USDA) provides grant opportunities for secondary and post-secondary agricultural education programs through the Secondary and Two Year Postsecondary Agriculture Education Challenge Grants Program (SPEC).

The deadline for the 2003 grant program is Jan. 15, 2003. The guidelines are available at www.reedsda.gov/1700/funding/rfaspec.htm.

Question regarding the SPEC grants should be directed to the USDA program manager P. Gregory Smith at 1 (202) 720-2067 or by e-mail: gsmith@reedsda.gov.

In 2002, Kandi Duff, agriculture science and technology instructor at the Shoshone-Bannock High School, received a \$25,000 SPEC grant.

This award will permit Native American secondary school students to learn about forage production and equine skills through an equine sciences curriculum. The project aims to increase employment skills upon graduation, to help students stay in school, to develop leadership potential and to provide students with skills that will directly benefit the Shoshone-Bannock Agricultural Enterprise.

Schools get grants

for nutrition education

Several schools and districts will share in a grant to promote healthy lifestyle choices in eating and exercise thanks to a U.S. Department of Agriculture Team Nutrition grant.

Those receiving grant funds to promote a healthy school nutrition environment include: St. Edward's School, Rockland School District, WestSide School District, Aberdeen School District, Marsh Valley School District, Minidoka County School District, Lewiston School District, Boundary County School District, Preston School District, Pocatello School District, Project CDA in Coeur d'Alene School District, and Blackfoot School District.

In an effort to deal with rising obesity levels and poor eating and exercise habits, these schools will promote a healthy school nutrition environment by teaching nutrition lessons in the classroom, developing school policies to promote healthful eating and exercise, conducting schoolwide and community events to build awareness, developing non-food incentives and rewards for kids, and providing parent outreach.

Idaho students decorate Holiday Pentagon tree

Nearly 6,000 ornaments created by Idaho school children decorated the nation's first Holiday Pentagon Tree in Washington, D.C.

The holiday tree also honors victims, including two men from Idaho, of the Sept. 11, 2001 attack on the Pentagon.

The tree, a 35-foot fir, was cut from the Clearwater National Forest.

Several images of the tree, the ornaments and humanites-based lesson plans for some of the ornaments are posted on the State Department of Education's website, under Humanities "Pentagon Ornaments."

Results

Continued from Page 1

"A teacher can identify a problem and we can do something to help the student almost immediately."

Garner said he can cite several cases in his building where the new approach has helped educators identify student issues that are readily fixable.

"It seems to sort the genuine special education students from those who we can help with individualized attention to their problems," he said.

Shelley Rosenberger is princi-

pal at Dalton Elementary School in Coeur d'Alene, one of the first schools to be part of RBM three years ago. She, too, touts the instant approach and monitoring student progress.

"I would like to believe that we have always helped children," she said. "But this has helped us be more responsive to all of our children, not just the ones that qualify for special education."

"And everything is based on results," she said. "We don't just broadly apply something and hope for the best."

She says, too, that parents are

delighted to find out that every expert in the school is working together to help their child.

"They (parents) are invited to every meeting and they leave feeling so confident that something's actually going to happen for their child," she said. "And they know that if it isn't working in two to three weeks, we're going to modify it. We don't have time to waste when a child's behind."

The RBM was introduced in Idaho schools just three years ago. Twenty-two new schools were added this year. Schools received \$15,000 in federal funding, spread

over three years, and five days of training each year.

Callender said there are many more schools that would like to be involved and with the onset of standards, it will be important to further expand the program.

Currently, Idaho is among just a few states across the country that are leading the nation in this approach.

"It's very forward thinking," Callender said. "But it's just a way of rethinking and restructuring - essentially making better use of our resources to help students and support teachers and parents."



Idaho prepares to leave no child behind

Annual Testing

What's required? By the 2005-2006 school year, all students in grades 3 through 8 and one high school grade level must be assessed annually in math and reading/language arts. Science skills and knowledge also must be assessed once a year in one grade at the elementary, middle, and high school levels by 2007-08.

How's Idaho doing? Idaho is well positioned to meet this requirement thanks to an agreement between the State Department of Education and the U.S. Department of Education developed in the spring of 2002. Under the plan, Idaho will phase in spring tests to meet federal accountability requirements on the following schedule:

- 2003 -- tests in grades 4, 8, and 10
- 2004 -- add tests in grades 3, 7
- 2005 -- add tests in grades 5, 6

The 10th grade or high school test was piloted in the spring and fall of 2002 and should be finalized this spring. The fourth- and eighth-grade spring tests will be piloted in 2003. The remaining tests will be piloted in 2004 and 2005.

All the spring tests must undergo a rigorous technical review.

These spring tests will be used to measure schools' progress toward the NCLB goal of all students becoming proficient in reading and math in 12 years.

Item writing and selection for those tests began in November, involving Idaho teachers, State Department of Education content specialists in reading/language arts, and math, and representatives from Northwest Evaluation Association.

Idaho's concept for its new tests also is in the national spotlight. The state's plan is to blend assessments required for NCLB with assessments required by the State Board of Education. The state will accomplish this by ensuring that a portion of the spring tests in grades 3-8 and high school measure the same grade-level skills and knowledge expected of all students in that grade.

The blended approach will allow the state to maximize limited resources for test development.

For more information: Contact Sally Tiel, SDE Testing Coordinator, at 1 (208) 332-6943 or toll-free at 1 (800) 432-4601.

Accountability system

What's required? States are required to have a single statewide state accountability system to ensure that its schools make adequate yearly progress.

The accountability system must be based on the state's standards and assessments and include sanctions and rewards to hold schools accountable for student achievement and for ensuring that schools make adequate yearly progress. The plan must include federal accountability requirements established by NCLB.

How's Idaho doing? A



Top photo: State Department of Education Testing Coordinator Sally Tiel works with teachers to write test questions for the Idaho Standards Achievement Tests (ISAT), reading/language arts and math teachers from across Idaho met with department and Northwest Evaluation Association staff in November to help develop the spring tests that will be used to meet federal accountability requirements.

state plan is currently under development. The State Board of Education has asked a citizen's commission to make recommendations on accountability.

The State Department of Education has provided the board and the commission information about NCLB accountability requirements and has asked that the single state accountability system take those into consideration.

The most recent draft - Draft VI -- of the commission's recommendations was completed in August and is available at www.idaho-achieves.com.

The State Board of Education will update the 2003 Legislature on its efforts to create an accountability plan, but lawmakers will not be asked to approve a final plan until 2004.

No Child Left Behind took effect in January 2002 after President Bush signed the legislation.

For more information:

Contact
Rosemary Arding,
SDE Title I
Director, at 1
(208) 332-
6901 or toll-
free at 1
(800) 432-
4601.



Content standards

What's required? States shall have academic standards for all public elementary and secondary school



children. The standards should apply the same knowledge, skills, and levels of achievement to all children.

States also are to establish performance or "achievement" standards that describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the state academic content standards. States also must describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

How's Idaho doing?

Idaho has developed K-8 and high school standards for language arts and communications, math, social studies, science, health and humanities.

The U.S. Department of Education accepted Idaho's content standards in the spring of 2002.

Performance standards will be developed as new assessments are created. The state will establish four performance levels for NCLB assessments. The levels will be advanced, proficient, basic, and below basic.

For more information:
Contact Dr.
Mary Ann
Ranelis, SDE
Deputy
Superintendent, at 1
(208) 332-



6807 or toll-free at 1 (800) 432-4601.

Adequate Yearly Progress (AYP)

What's required? Adequate Yearly Progress (AYP) is an individual state's measure of yearly progress toward achieving state academic standards as measured by its assessments.

AYP establishes the minimum level of improvement that states, school districts, and schools must achieve each year.

On Nov. 26, the U.S. Department of Education released AYP final guidance for states.

States must define adequate yearly progress -- the measurements of academic improvement a school must achieve to ensure that, at the end of 12 years, every student will have a mastery of reading/language arts and math.

States also must establish annual goals and objectives to measure progress of schools.

Goals and objectives are to be set for all groups of students, including:

- Low-income students,
- Students from major racial and ethnic groups,
- Students with disabilities, and
- Students with limited English proficiency.

In order to make adequately year progress, schools must test at least 95

percent of their students in each of the above groups.

States must use test scores from the 2001-2002 school year as the baseline year for measuring AYP.

How's Idaho doing? States are required to update the U.S. Department of Education on the status of their AYP formulas in January.

A State Department of Education team has been working to develop the formula and has shared drafts with the State Board of Education, school administrators and school board members.

Idaho's proposed AYP formula includes elements required by federal law: performance on reading and math tests for all schools as well as graduation rate for high schools.

Idaho is considering inclusion of a stability factor. Idaho Code requires a stability or "mobility" factor for state goals for the Idaho Reading Indicator and NCLB requires consideration of stability in making decisions concerning AYP.

States also must establish a minimum number or "n" for reporting purposes.

In Idaho, the "n" will be 16. To maintain privacy of the individual students, no groups with less than 16 members will be reported publicly.

Once the formula is established the state can set objectives for student performance.

For more information: Contact Rosemary Arding, SDE Title I Director, at 1 (208) 332-6901 or toll-free at 1 (800) 432-4601.

National Assessment of Educational Progress (NAEP)

What's required? Starting in 2002-2003, states must participate in the 4th and 8th grade reading and math tests. State Board of Education rules also require this NAEP participation.

How's Idaho doing? Idaho resumed participation in this rigorous assessment in 1999 and was prepared for the new requirement.

Congress provided funds for state NAEP coordinators. Idaho's coordinator is Dr. Bert Stoneberg of the State Department of Education.

The first testing to meet this requirement will be from the end of January 2003 to the first of March 2003.

Results are expected in September 2003. Only statewide results will be reported.

NAEP requires a representative sampling of about 2,500 students. The 216 schools from 82 school districts that were selected on a random basis for the Idaho sample have been notified and have agreed to participate.

For more information: Contact Dr. Bert Stoneberg, SDE Assessment Specialist, at 1 (208) 332-6943 or toll-free at 1 (800) 432-4601.





Idaho prepares to leave no child behind

Schools in School Improvement

What's required? NCLB establishes consequences, which began this school year, for schools that fail to meet Adequate Yearly Progress and are identified as schools in school improvement.

How's Idaho doing? For 2001-2002, Idaho reported 80 schools in school improvement based on the progress of Title IA students toward reading and math goals.

Those schools must create improvement plans and provide choice options for students within the school.

This fall, according to reports from the schools, no parents elected to send their child to another school.

To assist districts with their plans to improve, the State Department of Education offered "institutes" this fall and winter for representatives of each school.

In addition, the Northwest Regional Education Laboratory is working with schools in school improvement in the Northwest.



For more information:
Contact Dr. Priscilla Pounds, SDE Title I Specialist, at 1 (208) 332-6901 or toll-free at 1 (800) 432-4601.

Report Cards

What's required? States, school districts, and all schools receiving federal funds are required to issue annual report cards this year based on 2001-2002 data.

The reports must detail a variety of information including: teacher qualifications, reading and math assessment results for all students and specific populations of students, progress toward goals, graduation rates, and other information.

How's Idaho doing? The first state and district report cards were published by the State Department of Education on its website www.sde.state.id.us/dept.

A statewide task force along with State Department of Education staff created templates for schools to use.

Task force members included: Janet Feiler, Coeur d'Alene School District, Mark Havens, Lewiston School District, Dan Hollar, Boise School District, Eric Exline, Meridian School District, Denise Backus, Twin Falls School District, Athena Vadenais, Pocatello School District, Lauri Frost, Blaine County School District, Chris Wood, Idaho Falls School District, and Allison Westfall, State Department of Education.

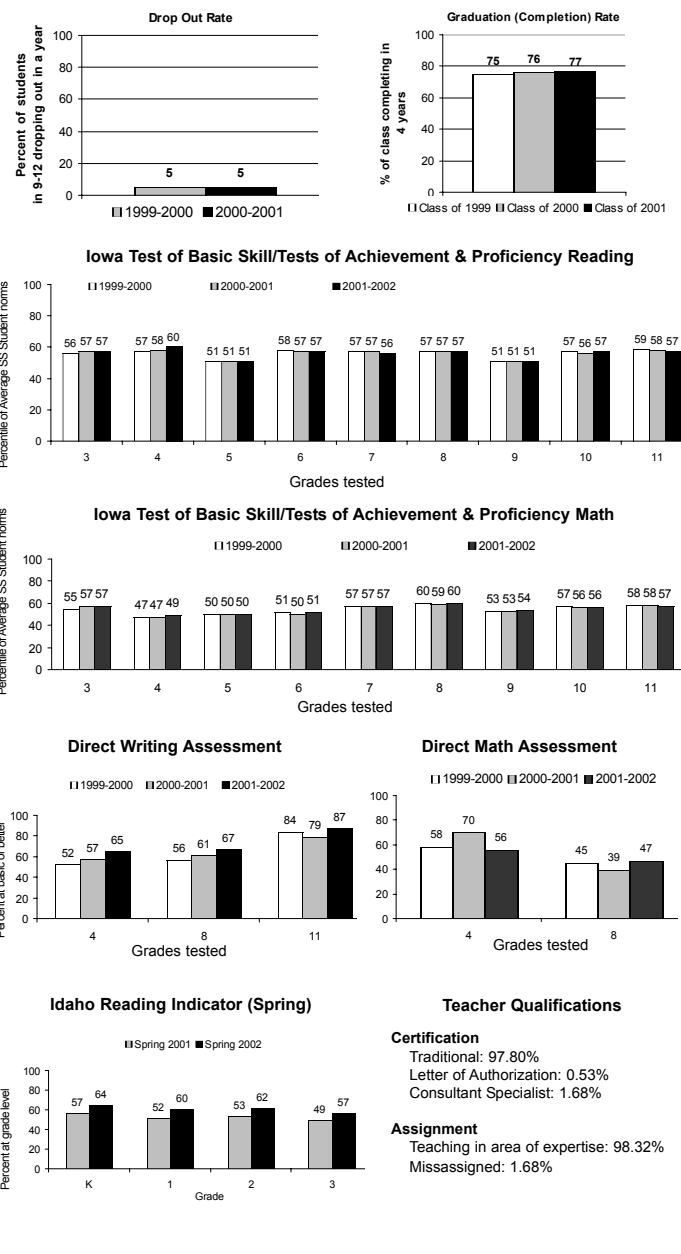
Individual school reports are to be made available by Jan. 13, 2003.

Idaho's state, district, and individual school report cards will change in 2003-2004 as new state assessments and federal requirements are incorporated into the report.

For more information:
Contact Allison Westfall,

Highlights from Idaho's Report Card for 2001-2002

The complete report including disaggregated information and district information is available on the State Department of Education's website: www.sde.state.id.us/dept



SDE Public Information Officer, at 1 (208) 332-6812 or toll-free at 1 (800) 432-4601.



Assessment of English language proficiency (LEP)

What's required: States must identify and use a consistent assessment of English language proficiency (LEP) that measures students' listening, speaking, reading, comprehension and writing skills in

English.

All limited English proficient students must be measured each year with the assessment to monitor their progress in learning the language.

The English language assessment must be aligned to the state's standards. Schools must set goals for improving the academic achievement of LEP students and annually must report their progress in advancing the language skills and achievement.

Schools that fail to meet goals will be identified as in need of improvement.

Districts also must create a

plan detailing how they will serve limited English students and ensure the students master English.

How's Idaho doing? Idaho is ahead of many states in its plan for serving limited English proficient students.

A 1983 court decision required school districts to develop plans and ultimately led to the creation of targeted LEP funding to school districts.

This winter, State Department of Education staff will work with districts serving LEP students to rewrite those plans to address NCLB

changes.

Plans must be revised for districts to receive state and federal funds.

Department staff also is working with representatives from eight western states to create an English language assessment that measures LEP students' progress toward acquiring English and also measure academic progress toward language arts standards.

The test will be piloted in the 2003-2004 school year. Pending the development of the tests, schools will need to use and report results from existing English language assessments.

For more information:
Contact Irene Chavolla, SDE LEP

Coordinator, at 1 (208) 332-6906 or toll-free at 1 (800) 432-4601.



Migrant

What's required: States, districts, and schools must report on the academic progress of students in migrant programs as well as the graduation rates of those students.

NCLB directs states to conduct a needs assessment for migrant education.

How's Idaho doing? Idaho has reported on the progress of migrants for several years. In January, a task force of parents, educators, and other stakeholders will meet with department staff and representatives of the Northwest Regional Educational Laboratory to design the state's needs assessment.

For more information:
Contact Irene Chavolla, SDE LEP Coordinator, at 1 (208) 332-6906 or toll-free at 1 (800) 432-4601.

Supplemental services

What's required? Schools that fail to meet adequate yearly progress goals for three consecutive years must provide transfer or choice options to students in the school. Parents may also use a "supplemental service" option for their child for additional tutoring or educational services.

State Departments of Education must create lists of approved supplemental service providers.

How's Idaho doing? In September, the State Department of Education began soliciting applications for supplemental service providers.

As providers are approved, their information will be posted on the State Department of Education's website.

For more information:
Contact Rosemary Ardinger, SDE Title I Director, at 1 (208) 332-6901 or toll-free at 1 (800) 432-4601.





Idaho prepares to leave no child behind

Highly qualified teachers

What's required? Local school districts are required to ensure that all Title I teachers in core academic subjects hired after the first day of the 2002-2003 school year are "highly qualified."

Existing teachers must be "highly qualified" by 2005-2006 school year.

Staff in Title I and other programs may not possess "emergency" or other temporary certification.

The state and school districts must have plans on how they will meet this requirement.

Schools also must notify parents when a child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

The state, districts, and individual schools must report on the qualifications of teachers annually on their report cards.

How's Idaho doing? Representatives from the Idaho School Board Association, the Idaho Association of School Administrators, the Idaho Education Association, the State Board of Education, colleges of education, and the State Department of Education have been meeting to define what a "highly qualified" teacher is in Idaho.

Idaho will build its definition on NCLB requirements which include at least a bachelor's degree and demonstrated content knowledge and skills. In addition, the state will work to ensure that reforms under way in the Maximizing Opportunities for Students and Teachers (MOST) initiative under the State Board of Education complement federal requirements.

Preservice -- Under the MOST initiative, the state has created standards for new teachers. And starting last September, new teachers were required to pass new tests. Candidates for elementary certification will take an elementary education assessment that includes content and pedagogy.

Those planning to become secondary teachers will take content area tests.

Tests in other subject areas are expected to be added in the future.

Inservice -- In December, MOST sponsored a public forum to review proposed changes in the licensing of inservice teachers including:

- Tiered teacher licensure,

- Middle level teaching endorsement,

- New alternative routes to teacher certification. Details of the proposals may be found at www.sde.state.id.us/MOST/.

Ultimately, the finalized proposal will be brought to the 2004 Legislature for approval.

NCLB requires that existing teachers demonstrate they are highly qualified, which may be done by passing an assessment or completing a uniform evaluation process.

The committee plans to have the proposed definition of a "highly qualified" teacher in Idaho available for review and comment by January 2003.

For more information:

Contact Tom Farley, SDE Bureau Chief of Federal Programs, at 1 (208) 332-6890 or toll-free at 1 (800) 432-4601.



Highly qualified paraprofessionals

What's required? Paraprofessionals must have two years of postsecondary education, an associate's degree or demonstrate the necessary skills on a formal state or local academic assessment.

All paraprofessionals hired after Jan. 8, 2002 must meet these requirements, and existing paraprofessionals have four years to meet them. The performance of paraprofessionals must be evaluated annually. Districts also must provide professional development for paraprofessionals.

How's Idaho doing? Idaho schools employ nearly 5,000 paraprofessionals working in Title I, migrant, limited English proficient, and special education programs. Nearly all will be affected by the NCLB's new requirements.

Idaho is well positioned to assist districts in meeting these changes and the state is a leader in creating and implementing standards, assessments, and performance evaluations.

Paraprofessional standards have been in place since October 2000. As of this fall, Idaho was one of just eight states in the nation with standards in place in this area. In addition, performance evaluations based on those standards have been developed for teachers and administrators to use with paraprofessionals.

The state also has identified what educational background will meet the two-years of postsecondary education requirement.

State Board of Education policy defines eight credits as a fulltime load for a semester. Therefore, to demonstrate two years of post secondary education, an individual in Idaho must have an official transcript that shows 32 credits earned in academic core areas such as English or math. The transcript and credits must be from an accredited institution. If an individual has an associate's degree it must be in an academic subject area or specialized paraprofessional coursework from a college or university.

Currently, the College of Southern Idaho in Twin Falls and the Treasure Valley Community College in Ontario, Ore. offer paraprofessional development programs which are available online and a program is being piloted at North Idaho College in Coeur d'Alene.

The formal assessment, which is required when an individual does not have the required post-secondary background, is well under way and has two components.

The test, called ETS Parapro Assessment, was piloted by more than 300 paraprofessionals on Sept. 21.

A task force with representatives from Idaho, Utah, and Nevada, is evaluating the assessment, results from the pilot, and cut scores.

The test is geared for entry-level paraprofessional and assesses reading, writing, and math skills. Approximately one-third of the 90 multiple-choice questions assess the individual's ability to apply knowledge. Individuals who fail may retake the test.

Results will be reported to the individual and school district.

The State Department of Education will receive an annual report. Districts will be responsible for providing proof their paraprofessionals have passed the assessment during program reviews.

After the test is finalized, individuals will be able to take a paper version at universities. In addition, an online format is being developed for use through school districts. The test fee is \$40. Information about future testing dates, study guides, and test registration is available at www.ets.org/parapro.

Districts are required to provide professional development for paraprofessionals and evaluate them on their job performance based on the Idaho standards and competencies. District program directors received a CD this fall with a rubric format for this purpose.

Thanks to a new grant, the College of Southern Idaho in Twin Falls is developing a statewide program to train trainers. For more information, contact Tracey Meyerhoeffer, paraprofessional program director at 1 (800) 680-0274 ext. 2174. The State Department of Education also offers paraprofessional training through

Title I and Special Education.

For more information:
Contact Jan Byers, SDE Title I Specialist, at 1 (208) 332-6901 or toll-free 1 (800) 432-4601.



High quality professional development

What's required: States and school districts are required to develop plans for comprehensive professional development based on their identified needs.

Professional development plans should be systematic and ongoing.

Districts also must provide professional development for their paraprofessionals.

Districts may use a portion of their Title I funds for professional development of all staff.

How's Idaho doing? During the past four years, considerable work has been done through the Professional Standards Commission, the Idaho School Boards Association, and the Maximizing Opportunities for Students and Teachers (MOST) to assist districts in planning professional development for their staff.

In December, the MOST committee sought comment on its proposed professional development model.

The model proposes the creation of district policies based on goals and needs. Schools would develop plans based on district goals. At the individual level:

- Each Idaho teacher will develop an annual individual

professional development plan that must relate to the five Idaho Professional Development Domains including: State priorities, knowledge and skills, school/district improvement plans, advanced degree/education (knowledge and skills outside teaching area), and service and leadership.

- Each Idaho teacher will work with a local Professional Development Advisor and/or Professional Development Team to support them in developing their plan.

- The Idaho teacher will identify a variety of professional development activities related to the domains that are based on effective methods and strategies to improve student learning.

- At least 50 percent of the required Professional Development Units (PDUs) must fall within specific areas. (A PDU would be the unit of measurement used to quantify time spent in professional development activities.)

- The teacher is responsible for providing evidence of accomplishment.

- The teacher and supervisor should utilize the Professional Development Handbook published by the Professional Standards Commission to create a professional development plan.

- A random audit of teachers' professional development plans will be conducted as part of a school's accreditation review.

A state committee is reviewing the proposals in light of the NCLB requirements.

For more information:
Contact Tom Farley, SDE Bureau Chief of Federal Programs, at 1 (208) 332-6890 or toll-free at 1 (800) 432-4601.

Technology

What's required: Each state must have a new or updated strategic education technology plan, which shall address a sweeping array of topics including:

- Identifying how technology leads to improved academic achievement,

- Improving the capacity of teachers to integrate technology effectively into curricula and instruction,

- Addressing how technology goals are aligned with content and achievement standards as well as student standards,

- Addressing equitable access to technology for all students.

How's Idaho doing? The state must now review the work it has done to see how it aligns with NCLB requirements and incorporate changes that may be necessary. The Idaho Council on Technology in Learning is in the process of revising its statewide technology plan.

A state task force also has written student technology standards defining what students are expected to know and be able to by the eighth-grade. Comments on the standards were due this fall and a committee is reviewing the feedback.

By spring of 2003, the state should have developed a plan to address NCLB changes and requirements.

During the past decade, Idaho has been a leader in integrating technology into

education thanks to:

- The financial investment of the state Legislature, Congress and the J.A. and Kathryn Albertson Foundation,

- The planning and direction from the ICTL,

- The technology competency requirements from the State Board of Education,

- The development and implementation of technology plans by the state's school districts, and the State Department of Education.

Accomplishments include:
■ Nearly 90 percent of the state's administrators and educators have met minimum technology standards.

- All districts have a technology plan to address integrating technology into classrooms and instruction

- Several studies show that the technology focus supports gains in academic achievement.

- Idaho students enjoy a low student-to-computer ratio, up-to-date equipment, and supervised access to the web at virtually every school.

For more information:

Contact Dawn Wilson, SDE Technology Coordinator at 1 (208) 332-6982 or toll-free at 1 (800) 432-4601.



Unsafe School Choice Option

What's required? States must establish and implement a statewide policy requiring that a student be allowed to attend a safe public elementary or secondary school within the local education agency, including a public charter school, if he or she:

- attends a persistently dangerous public elementary or secondary school, as determined by the state in consultation with a representative sample of local educational agencies, or

- becomes a victim of a violent crime, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends.

How's Idaho doing? The federal legislation does not define "persistently dangerous" and each state has been directed to write its definition.

A committee is reviewing the law as well as Idaho law to create a definition. Under a draft proposal for Idaho, a school would be labeled as persistently dangerous if for three consecutive years 1 percent or five students, whichever number is higher, were suspended or expelled for weapons-related offenses or criminally injurious conduct.

The proposed definition is detailed in a six-page document that was sent to superintendents and others for comment in December. The definition will be finalized in 2003.

For more information:

Contact Claudia Hasselquist, SDE Safe and Drug-free Schools Coordinator, at 1 (208) 332-6961 or 1 (800) 432-4601.





Idaho prepares to leave no child behind

High quality afterschool programs

No Child Left Behind shifted the "21st Century Community Learning Centers" Program to states.

Instead of applying to the U.S. Department of Education for these funds, interested groups will apply to State Departments of Education.

Idaho is expected to receive annually about \$1.4 million to support the program.

The grant application is expected to be available on the department's website in January with completed applications due in March.

The program is designed to provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local standards in core academic subjects such as reading and math.

The centers are to offer students a broad array of services and activities during periods when school is not in session, such as before and after school or during summer break.

Activities should complement the students' regular academic program and could include drug and violence prevention programs, counseling programs, character education, art, music, or technology programs. In addition the centers offer literacy opportunities for students' families.

As part of the change in the program, departments must define high quality and effective after school programs for the state. That definition will be considered in evaluating applications.

Groups eligible to apply for the grants include school districts, community-based organizations, other public or private entities, or consortia of two or more of those groups.

Distribution of funds will be on a competitive basis and successful grant recipients can expect multiple year funding if conditions of the grant are met.

The State Department of Education's Safe and Drug-free Schools program is coordinating the grant.

The complete Request for Proposal Information is tentatively planned to be published on the department's website www.sde.state.id.us/dept on Jan. 6, 2003.

A bidders' workshop likely will be held shortly after, with the deadline for applications tentatively set for March 3, 2003.

Under the former program, six Idaho school districts have opened Community Learning Centers. Those districts include: Gooding, Grangeville, Lapwai, Whitepine, Valley, and Madison.

State of Idaho Department of Education Summary of Federal Education Assistance from the Elementary and Secondary Education Act (No Child Left Behind Act of 2001) 2002-2003 Program Year

Federal FY 2002 Funds

Title I - A: Basic Grants to Local Educational Agencies	\$32,795,000
Title I - B: Reading First	3,392,000
Title I - B: Even Start Family Literacy	1,128,000
Title I - C: Education of Migratory Children	4,572,000
Title I - D: Neglected, Delinquent, and At-Risk Children	141,000
Title I - F: Comprehensive School Reform	1,089,000
Title II - A: Teacher and Principal Training and Recruiting	13,567,000
Title II - D: Enhancing Education Through Technology	3,075,000
Title III - A: English Language Acquisition Programs	1,209,000
Title IV - A: Safe and Drug-Free Schools and Communities	2,308,000
Title IV - A: Community Service Program	250,000
Title IV - B: 21st Century Community Learning Centers	1,523,000
Title V - A: Innovative Programs	1,912,000
Title V - B: Public Charter Schools	1,129,000
Title V - D: Partnerships in Character Education	700,000
Title V - D: Community Technology Centers	244,000
Title VI - A: Improving Academic Achievement - State Assessment	4,059,000
Title VI - B: Rural and Low-Income School Program	238,000
Total, Elementary and Secondary Education Act	\$73,331,000

For more information:
Contact
Claudia Hasselquist,
Safe and Drug-free Schools Coordinator
at 1 (208) 332-6960 or 1 (800) 432-4601.



Reading First

Idaho has been awarded a \$3.3 million federal "Reading First" grant to expand our successful efforts to improve reading instruction.

If the state is successful in its efforts, "Reading First" funding will continue for the next six years, and ultimately the schools could receive more than \$21.8 million.

Of the funding, 20 percent is for statewide professional development. The remainder will be distributed to school districts in the form of subgrants to the highest-need schools.

Subgrant funds may be used to enhance a school's reading program by adding a reading specialist, providing research-based curriculum or other materials, or making other enhancements to improve student reading skills.

A workshop for grant writers will be held Jan. 8-9, 2003 at Northwest Nazarene University in Nampa. The workshop will focus on the specific selection criteria for subgrants.

Final awards will be based on a competitive process with a 100-points-possible rating system.

Idaho's Reading First

grant should support 20 to 25 schools during the first year of the grant. The subgrants will be awarded on a competitive basis according to the following formula:

■ Districts with K-3 populations under 500 may apply for a maximum of \$150,000.

■ Districts with K-3 populations of 500 to 1,000 may apply for a maximum of \$250,000.

■ Districts with K-3 populations of more than 1,000 may apply for a maximum of \$350,000.

Districts selected for the subgrants will receive full funding during the first year of "Reading First," 80 percent funding during the second year, and 50 percent funding during the third year.

Districts will only receive funding beyond the third year if they apply for additional schools that were not included in the original grant process.

As funding decreases for the initial grant recipients, the State Department of Education will be able to fund additional eligible districts or additional schools within a district.

For more information:
Contact
Marybeth Flachbart,
SDE Reading Coordinator,
at 1 (208) 332-6941 or toll-free at 1 (800) 432-4601.



Small, Rural School Achievement Program

Funding for the first year of "No Child Left Behind"

included two initiatives for rural schools. It is not known whether these programs will be funded again, but in the first year they provided a little over \$1 million for almost half of Idaho's school districts. Funds are to be used to implement NCLB.

The initiatives are called the Small, Rural School Achievement Program and the Rural and Low Income School Fund. Although they sound similar, no district can receive funding from both initiatives.

Under the Small, Rural School Achievement Grant program 52 districts received grants.

Those receiving grants included:

Arbon Elementary School District, \$14,633
Avery School District, \$13,504
Basin School District, \$26,821
Bliss School District, \$15,799
Bruneau - Grand View School District, \$11,033
Butte County School District, \$19,014
Camas County School District, \$20,320
Cambridge School District, \$16,005
Cascade School District, \$26,683
Castleford School District, \$25,641
Challis Joint School District, \$26,381
Clark County School District, \$20,372
Cottonwood Joint District, \$27,530
Council School District, \$21,325
Culdesac School District, \$20,761
Dietrich School District, \$20,115
Garden Valley School

District, \$29,033
Genesee Joint School District, \$25,492
Glenns Ferry School District, \$18,896
Grace School District, \$18,913
Hagerman School District, \$26,254
Hansen School District, \$22,985
Highland School District, \$17,751
Horseshoe Bend School District, \$20,886
Kamiah School District, \$20,990
Kendrick School District, \$21,934
Kootenai School District, \$20,707
Lapwai School District, \$17,170
Marsing School District, \$6,385
McCall-Donnelly School District, \$5,059
Mackay School District, \$18,014
Meadows Valley School District, \$16,137
Midvale School District, \$15,996
Mullan School District, \$19,261
Murtaugh School District, \$25,253
Nezperce School District, \$20,304
North Gem School District, \$18,702
Notus School District, \$20,677
Oneida County School District, \$12,253
Prairie Elementary School District, \$16,194
Pleasant Valley School District, \$14,277
Plummer-Worley School District, \$17,618
Pottlatch School District, \$26,103
Richfield School District, \$15,260
Rockland School District, \$17,471
Shoshone Joint School District, \$32,817
Shoshone-Bannock School District, \$32,817
South Lemhi School District, \$19,078
Swan Valley Elementary School District, \$14,982
Troy School District, \$17,014
Wallace School District, \$10,133
Whitepine School District, \$17,201
West Side School District, \$26,392
Districts eligible for the Rural and Low Income School Fund include Aberdeen School District, American Falls School District, Buhl School District, Grangeville School District, Kellogg School District, New Plymouth School District, Parma School District, Weiser School District, and the Idaho School for the Deaf and Blind.

For more information:
Contact
Michael Murphy, SDE Coordinator,
at 1 (208) 332-6934 or 1 (800) 432-4601.



IN THE SPOTLIGHT

23 earn National Board Certification

The National Board for Professional Teaching Standard announced in November that 7,886 teachers in 50 states and the District of Columbia earned their professions top honor this year by achieving National Board Certification. In Idaho, 23 teachers earned this rigorous certification this year bringing the total to 290 statewide since the program began. Those earning certification include:

Jeanne Allen, Burley, Cassia County School District
Jeanne Anderson, American Falls, American Falls School District

Rebecca Boegel, Pocatello, Pocatello School District

Glenda Cowen-Funk, Pocatello, Pocatello School District

Beverly Crawford, Mackay, Mackay School District

Marian Dewane, Boise, Meridian School District

Anna Eaton-Merkle, Eagle, Meridian School District

Dana Erdman, Boise, Meridian School District

Monika Gangwer, Eagle, Meridian School District

Rosanne Henry, Rigby, Jefferson County Joint School District

Peggy Hess, Declo, Cassia County School District

Colleen Peloquin, Spirit Lake, Lakeland School District

Rosemary Rettig, Caldwell, Vallivue School District

Elizabeth Roehr, Meridian, Meridian School District

Karen Schreiber, Boise, Boise School District

Barabara Smith, Rexburg, Madison School District

Phyllis Smith, Nampa, Nampa School District

Verlie, Stanger, Twin Falls, Twin Falls School District

Gregory Taylor, Boise, Boise School District

Allison Touchstone, Kuna, Kuna School District

Leora Ruth White, Nampa, Nampa School District

Robin Windes, Hagerman, Hagerman School District

Ellen Yundt, Eagle, Meridian School District

Founded 15 years ago, NBPTS is an independent, non-profit, nonpartisan and non-governmental organization dedicated to advancing the quality of teaching and learning. A voluntary process established by NBPTS, certification is achieved through a rigorous performance-based assessment that takes nearly a year to complete.

Through this process, teachers document their deep knowledge of the subject matter they teach, provide evidence that they know how to effectively teach their subjects to students, and demonstrate their ability to manage and measure student learning.

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Teachers honored include Toni Waters, Middleton Heights Elementary, Middleton School District and Harry Selby of Project CDA, alternative school, in the Coeur d'Alene School District.

Counselor group honors educators

The Idaho School Counselor's Association honored three educators at its annual conference in October.

Honorees were:

Chuck Mollerup, Idaho Career Information System of the Division of Professional Technical Education, "Advocate of the Year" Award

Kathi Lecertua, Borah High School, "High School Counselor of the Year."

Jeff Jones, Kimberly Middle School, "Middle School Counselor of the Year."

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Scott Arnold, Boise High School. Arnold teaches history and western civilization.

Ingrid Jungen, Shadow Valley Elementary School, Boise. A 1990 graduate of Albertson College, Jungen began teaching in the Boise School District in 1991 and currently teaches fourth grade.

Wayne Tufts, Soda Springs High School. After retiring as a technologist from Monsanto, Tufts began teaching at Soda Springs High School in 1999. He teaches chemistry, calculus, physics and earth science.

Larry Haddock, Parma High School. A 1969 graduate of Albertson College, Haddock started teaching all levels of mathematics in Parma the same year. He began teaching junior high mathematics, and in 1973 he began teaching high school. Haddock is set to retire from Parma High School this year.

Dora Gallegos, a faculty member at Albertson College of Idaho, teaches science methods to Albertson College education students.

Rose Rettig, Central Canyon Elementary, Caldwell. Rettig has taught both third and fourth grades in the Vallivue School District for 15 years.

Genevieve Hubler, Vallivue Middle School, Caldwell. A 1996 graduate of Albertson College, Hubler has been teaching at Vallivue Middle School for the past five years.

She teaches seventh-grade social studies, pre-algebra, reading and is involved with Generation Y, an after-school program that teaches students about technology.

Jeanne McCombs, Vallivue High School, Caldwell. McCombs has taught at Vallivue High School for six years, at Mountain Cove Alternative School for two summers and at the Migrant Summer Leadership for two summers.

She has taught Spanish, English, driver education and volleyball.

A total of 27 teachers have been honored as master teachers in the three-year span of the grant from the J.A. and Kathryn Albertson Foundation.

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Foundation sends ISAT Tool Kit to 2-9 teachers

More than 9,000 teachers were mailed a "Tool Kit" of materials as part of the J.A. and Kathryn Albertson Foundation's Idaho Student Learning "Kick-Off" Incentive Program.

The program is focused on using information from the state's new testing system. The Tool Kit provides materials to assist teachers in interpreting and using the data in their classrooms.

The Tool Kit was mailed to all teachers in grades 2-9, to principals, superintendents, and school board chairmen. It contains the following:

21 Tools for 21st Century Classrooms - a 12-page booklet of tips and ideas on collaboration, data-driven decision-making, and continuous improvement.

21 Time Saving Tips for 21st Century Classrooms - this booklet contains proven ways for finding time for study and collaboration.

Resource Guide of Best Practices and Bright Ideas - an 86-page, spiral-bound booklet of resources selected from expert sources inside and outside of Idaho.

Northwest Evaluation Association (NWEA) and Lexile including:

- Lexile Reading Map, with "About the Lexile Framework"
- Sample Parent Letter
- "Understanding and Using RIT Scores"
- "Understanding the Class Report by RIT"
- "Interpreting the NWEA RIT Scale Scores"
- "Monitoring Growth in Student Achievement"

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A message from the state superintendent

Keep the focus on the whole child

I want to thank all of you for your good wishes and support for me professionally and personally during the past year.

With the election decided, a common question to me from reporters has been: "What are your plans for the next four years?" I have to chuckle a bit because the reality is we are already well on our way with the work of the next four years.

During the time ahead, Idaho schools are expected to have the standards in six subject areas -- language arts/communications, math, science, social studies, health and humanities -- firmly in place from lesson plans to evaluation procedures.

By 2005, our new state assessment system is expected to be fully developed as well as a new accountability and accreditation system. We also will begin to see the first monitoring of legislative goals for the reading initiative.

Idaho will see significant changes in how we prepare new teachers through new assessments and new certification requirements. We will be implementing a system to better support existing staff through quality professional development and comprehensive, ongoing evaluation.

And on top of all these state initiatives, the No Child Left Behind (NCLB) federal legislation adds another layer of activity to an already complex process of change.

The 1-year-old sweeping federal education reform influences every activity under way in Idaho.

In this issue of News and Reports, we update you on how Idaho is incorporating and blending NCLB requirements into state efforts. Some are easy fits. For example, our content standards have been approved and we are leading the way with our standards for and evaluation of paraprofessionals. More discussion will be needed in other areas such as aligning the state accountability pro-



we all know that there is much more to education.

It can be tempting to think of these new requirements as a checklist of what has to be done. But as you align your curriculum and develop your local plans and priorities, I encourage you to keep the whole child in mind.

By that I mean, art, music, fitness, exploration of interests, reading for fun -- all of those things that go into the mix of what school is, and that help build both an attitude toward school now and a reservoir of memories for later life about what school was.

Knowing when Mozart lived might help a student on a test, but listening to Mozart's music for nothing other than sheer pleasure of it is part of a lifetime of enjoyment. The more fullness and substance we can add to enrich each child's education, the better off we will be.

In addition to academics, schools also prepare students for life beyond the classroom. Education plays an important role in developing the attributes of good citizenship, responsibility, and being helpful to others, which have value in schools, the workplace, our communities, and in our families.

Idaho's future depends to a great degree on the success of every student we serve. So as I answer questions about plans for my second term, the answer is simple: our goal to ensure that every child is learning every day as we work to build the foundation each needs for a successful and fulfilling life.

In this time of intense change and with the added pressure of new expectations, I am confident that Idaho is up for the challenge. The strength of Idaho's public schools always has been and will continue to be the dedicated and skilled teachers and administrators who put student success first.

Marilyn Howard is Idaho's Superintendent of Public Instruction.

T.rex visit includes hands-on exhibits

Who's fun, educational, has sleepovers, and is 67 million years old? A T.rex named Sue.

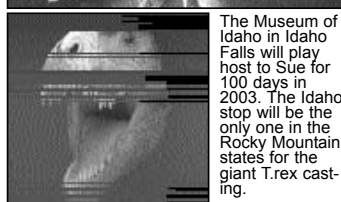
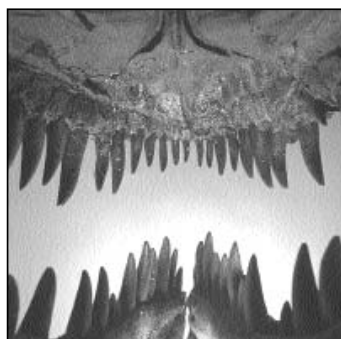
Schools across Idaho are invited to visit Sue during her stay at the Museum of Idaho in Idaho Falls from Feb. 18 to May 26, 2003. Sue is a casting of a nearly complete T.rex skeleton discovered in Faith, S.D., in 1990 and her visit to Idaho Falls is the only appearance in the Rocky Mountain states.

Nine hands-on educational exhibits accompany Sue. Visitors can try on a model triceratops head to see how dinosaurs saw the world, sniff out food and water like a dinosaur, or inspect one of Sue's 12 inch long teeth and imagine how she grabbed and stabbed at her prey. In addition, students can try their skill at assembling Sue with a 3-D T.rex puzzle or discover their own fossil at the dino-dig.

Some quick facts about Sue include:

■ She is 42 feet long, 13 feet high at the hips.

■ She weighed 7 tons when alive and her fossilized bones weigh more than 3,000 pounds.



The Museum of Idaho in Idaho Falls will play host to Sue for 100 days in 2003. The Idaho stop will be the only one in the Rocky Mountain states for the giant T.rex casting.

ally shed and regrown.

■ She is 90 percent complete - A T.rex skeleton is made up of about 321 bones.

■ Sue was named after Sue Hendrickson who discovered her in Faith, South Dakota during the summer of 1990. Although Sue is named after its discoverer, scientists don't know if it was a male or female.

■ It took six fossil hunters 17 days to get Sue out of the ground and 10 museum preparators two years (30,000 hours) to clean and repair the bones.

Sue's visit also will launch the grand opening of the Museum of Idaho formerly known as the Bonneville Museum.

The exhibits and museum, during Sue's 100-day visit, will be open to the public from 9 a.m. to 9 p.m. Monday through Saturday and from 11 a.m. to 7 p.m. Sundays for the 100 days that Sue is on display.

The Museum of Idaho (has been the gateway to the cultural history of Eastern Idaho since 1985. Now, through a generous donation from the Carr Foundation, the new Museum of Idaho is poised to

become a regional educational center for cultural history, natural history, and for national exhibits.

For information

To buy tickets, schedule a class tour, or book a DinoSnore (sleep over at the museum) call Morgan at 1-208-522-1400 extension 3002.

Information also is available at www.museumofidaho.org.

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